DOCUMENT RESUME

ED 133 434 CE 007 651

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TITLE Articulation: A Study by the National Advisory Council on Vocational Education.
INSTITUTION National Advisory Council on Vocational Education, Washington, D.C.
REPORT NO VT-103-566
PUB DATE May 76
NOTE 66p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Advisory Committees; *Articulation (Program); *Educational Policy; Educational Programs; National Surveys; Post Secondary Education; *Program Coordination; *Program Effectiveness; Program Evaluation; Secondary Education; State School District Relationship; *Vocational Education
IDENTIFIERS National Advisory Council on Vocational Education

ABSTRACT

This report presents the findings of the National Advisory Council on Vocational Education's (NACVE) national study of the degree to which public vocational education programs in secondary institutions are continuous with those in the same or closely related fields of postsecondary instruction. Methodology involved a survey of the 56 state advisory councils on vocational education of which 48 responded (85.7%). Conclusions, based on the survey responses and on a literature review, indicated that (1) there is planned articulation between secondary and postsecondary levels of instruction in slightly less than 40% of the responding states; (2) where granted, advanced placement is more often based on criteria other than completion of secondary vocational programs; (3) articulation occurs most frequently in programs in apprenticeable occupations, occupations requiring licensure, or those which might be continued at the higher education level; and (4) about 50% of the states have some form of statewide coordinating council, and about 60% have local coordinating councils involving representatives from both secondary and postsecondary vocational education administration. Based on report findings and conclusions, NACVE offers four recommendations, two for the U.S. Office of Education and two for State Advisory Councils on Vocational Education. Survey responses are summarized in tabular and narrative form, and the survey instrument and other project materials are appended. (MF)

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ARTICULATION

A Study by the National Advisory Council on Vocational Education

May 1976

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The National Advisory Council on Vocational Education appreciates the cooperation of the State Advisory Councils on Vocational Education in gathering and submitting the data utilized in this report. The 85.7 per cent response rate is interpreted to be indicative of the seriousness with which this subject is viewed.

VT 103 566

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THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION was created by the Congress through the Vocational Education Amendments of 1968. Its members, drawn from business, labor, education and the general public, are appointed by The President. The Council is charged by law to advise the Commissioner of Education concerning the operation of vocational education programs, make recommendations concerning such programs, and make annual reports to the Secretary of Health, Education and Welfare for transmittal to Congress.

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For purposes of this report:

Articulation is defined as the planned process within the education system which facilitates the transition of students between the secondary and post-secondary levels of instruction and allows the students to move with continuity and without hindrance through levels of the education process.

This report represents the findings of the National Advisory Council on Vocational Education's national study[1] of the degree to which public vocational education programs in secondary institutions are continuous with those in the same or closely related fields of postsecondary instruction.

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[1]The process of articulation is considered by the National Advisory Council on Vocational Education to be essential in ensuring that programs funded under P.L. 90-576 meet the purposes for which they were established.

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CONCLUSIONS

[Total response = 48 of 56 State Advisory Councils.]

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- While postsecondary programs with an advanced level of vocational instruction exist in nearly every state, there is planned articulation between secondary and postsecondary levels of instruction in slightly less than 40% of states responding to the NACVE survey.

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- In those states which allow advanced placement or credit for students entering postsecondary programs, the majority of these states determine placement based upon criteria other than certification that the student has completed a secondary vocational program. Competency-based examination or other criteria determined by the post-secondary institutions are the most common mechanisms for granting credit or advanced placement.

  Articulation arrangements are generally determined by particular postsecondary institutions, rather than by state policy.

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- There is limited inter-state articulation between secondary institutions with secondary program completers and postsecondary institutions in approximately 50% of the responding states.

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- Articulation appears to occur most frequently in content areas where programs are provided in apprenticeable occupations, occupations requiring licensure or those which might be continued at the college or university level.

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- In 60% (30) of responding states there are institutional agreements which provide opportunity for students to receive advanced standing in apprenticeship programs.

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- In nearly 50% (22) of the states there is some form of statewide coordinating council or committee involving representatives from both secondary and postsecondary vocational education administration to address articulation issues.

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- While institutional title or designation differs among states, those with local coordinating councils (60%) also attempt to include representation from both secondary and postsecondary institutions.

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- Effective articulation has been encouraged in some states through:
  - Resolution of state governance and institutional role definitions
  - State level activities including staff development workshops, issue forums, and other agency involvement
  - Local level activities including cooperative development of sequential curriculum and competency examinations; shared advisory committees, facilities and staff; individualized instruction; and other supporting activities
  - Philosophies of commitment and cooperation

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- Responding states identified numerous factors which prevent articulation, including:
  - Existing governance - structure and policies
  - Lack of planning
  - Prevailing attitudes and philosophies
  - Lack of staff, facilities and programs
  - Geography

RECOMMENDATIONS

Based upon the findings and conclusions contained in the report Articulation, the National Advisory Council on Vocational Education recommends:

To the U. S. Office of Education:

- that as guidelines are developed to assist the states in preparing State Plans, priority consideration be given to identification of procedures which will promote articulation between levels of vocational instruction.

- that research and development funds be expanded to develop and disseminate information on models for improving articulation procedures at the state and local levels.

To State Advisory Councils on Vocational Education:

- that SACVEs examine articulation procedures in their respective states or territories in light of those factors which this report on Articulation has identified as effective.

- that SACVEs consider developing appropriate recommendations to their State Boards of Education regarding the advisability of implementing activities which promote articulation. (for example: involvement of both secondary and postsecondary administrators and faculty in cooperative staff development workshops, issue forums; sharing local service area advisory committees, facilities and staff.)

Further, the National Advisory Council on Vocational Education lauds Congress for strengthening state planning procedures and anticipates that the states will be most responsive in developing procedures which will improve articulation between secondary and postsecondary vocational education.

INTRODUCTION

The articulation process between secondary and postsecondary vocational education programs is a critical issue to many individuals and agencies involved with the planning and evaluation of public vocational education. For example, a 1975 report by the Michigan Department of Education emphasizes the importance of planning and coordination between secondary schools and community colleges to avoid duplication of learning experiences and overlap of curricula. Without such planning, schools "waste time and money and often fail to challenge young people." Further, "the increasing cost of education to students, parents and taxpayers makes improvement of articulation practices a necessity."[2]

Applegate and Pratt have observed that an emerging characteristic of vocational education is that skill training programs often are no longer "terminal."

> ...the desire of individuals to obtain college credits and degrees and the concurrent tendency of employers to upgrade requirements for technical-level occupations has made the achievement of associate and baccaleaurate degrees increasingly attractive to any employee having expectations for upward

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[2]Michigan Department of Education. Planning for Continuous Occupational Education Programs Between Secondary and Postsecondary Education. February, 1975, p.3.
See also: Angelo C. Gillie (ed). The Fifth Annual Pennsylvania Conference on Postsecondary Occupational Education. University Park: Pennsylvania State University. 1974, pp. 9 and 184.

educational mobility. -- improves chances of continuing employability.[3]

As the career education concept becomes an integral part of our education system, enrollments in both secondary and postsecondary vocational education are increasing and undoubtedly will continue to increase. Well planned and coordinated articulation will become more and more essential to assure the productive use of all resources, especially in vocational education.[4]

METHODOLOGY

Six informational objectives were established for the NACVE study:

- to identify existing procedures and combinations of procedures which indicate the existence of articulation.
- to identify the number and types of programs included in the articulation process.
- to determine the extent to which there is articulation with apprenticeship programs.

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[3]William K. Applegate and Arden L. Pratt, "Articulation in the Back Seat: The Neglect of the Vocational Student Transfer," The Fifth Annual Pennsylvania Conference on Postsecondary Occupational Education, 1974 pp. 179-181.

[4]C. H. Buzzell and Vincent P. Lamo, "Cooperation and Coordination Among Secondary and Postsecondary Vocational Education: The Massachusetts Story," The Fifth Annual Pennsylvania Conference on Postsecondary Occupational Education. University Park: Pennsylvania State University, p.30.

- to identify level and institutions involved in planning and coordinating programs which are articulated.

- to identify factors which encourage effective articulation.

- to identify factors which prevent effective articulation.

Because no current national information was available, an original survey design was developed and, in accordance with OMB procedures, reviewed by individuals outside the Council, including the U. S. Office of Education, the National Center for Educational Statistics, and the National Association of State Directors of Vocational Education. (Appendix 2)

The final approved instrument and covering letter (Appendix 1) were mailed to the potential respondent universe of 56 State Advisory Councils on Vocational Education during January, 1976. Two subsequent mailings to non-respondents at three-week intervals, as well as personal telephone calls, completed the survey phase on March 31, 1976. The rate of response was 85.7%, or 48.

In addition to completing the survey form, several State Advisory Councils submitted extensive addenda which they felt might provide additional insight into their state's effort to improve secondary-postsecondary articulation. The additional documents included copies of State Plans, SACVE and state special and summary reports, copies of state legislation and regulations, letters of understanding, reports of workshops/seminars/hearings and meetings, and special state-specific research findings on the topic. Additionally, a manual search of the AIM/ARM and ERIC systems, as well as two professional libraries, provided an update of available literature.

The comments, conclusions and recommendations sections of this report are based upon information derived from both the literature review and the original national survey responses.

This study was undertaken to provide the members of the National Advisory Council on Vocational Education

with information on the current status of articulation between secondary and postsecondary vocational education.

OBJECTIVE

TO IDENTIFY EXISTING PROCEDURES AND COMBINATIONS OF PROCEDURES WHICH INDICATE THE EXISTENCE OF ARTICULATION.

Question 1 of the Council's survey asked states to identify descriptors of their articulation process. Table 1 includes a rank order by percent of total responses for the first eight of ten items.

Table 1

% of States with Affirmative Response	Rank Order	Descriptor
91.7	1	There are postsecondary programs which provide increased occupational proficiency beyond the secondary level of instruction *in the same occupational field.*
56.3	2	Secondary students are simultaneously enrolled in *postsecondary institutions* for vocational education at the *secondary level* and receive high school "credits."
54.2	3	*Postsecondary students who completed secondary programs* in the same occupational field receive "advanced placement" in AA degree programs.
39.6	4	*Secondary students* simultaneously enrolled in *postsecondary* vocational education receive "advance placement" in a postsecondary AA degree or certified postsecondary program.
39.6	5	*Postsecondary students who completed secondary* programs in the same occupational field receive "credit" in AA degree programs.
37.5	6	*Secondary students* simultaneously enrolled in postsecondary vocational education receive "credit" toward an AA degree or postsecondary certification.
35.4	7	*Secondary students* are simultaneously enrolled in *postsecondary institutions* for vocational education at the *postsecondary level* and receive postsecondary "credits."

Comment

The first item indicates that nearly 92% of responding states have some degree of sequential program planning. The item ranked #2, with 56.3% affirmative responses, may indicate a shared use of facilities but cannot be interpreted as entirely attributable to coordination for student articulation.

The items ranked third, fourth, and fifth, the strongest indicators of articulation which facilitate the transition of students through educational levels, received only 1/3 to 1/2 affirmative responses.

Conclusion

While postsecondary programs with an advanced level of vocational instruction exist in nearly every state, there is planned articulation between the secondary and postsecondary levels in slightly less than 40% of those responding.

The final two items of Question 1 concerned criteria for determining advanced placement and credit at postsecondary institutions and the conditions or extent to which such criteria apply. Advanced placement or "credit" at the postsecondary institution may apply to entering students, including, and in addition to, those students who have completed secondary vocational programs.

Forty states indicated that a descriptor of their articulation process was "advanced placement" or "credit" at the postsecondary institution. In 27 states "advanced placement" or "credit" is determined by competency-based examination and 23 states indicated determination by secondary school certification of completion. Fifteen states specified other or additional criteria; of these states, 2 give credit for work experience and 13 indicated individual case

determination at the local level by interview, written examination, instructor and/or institutional judgment.

These item responses are amplified by the fact that 10 states indicated that advanced placement and/or credit arrangements apply between all schools throughout the state; 13 indicated such application between schools in certain regions within the state. Ten states stated that such arrangements are not routine policy and depend upon the program and the institution, determination often made at the descretion of the individual school.

Conclusion

In those states which allow advanced placement or credit, the majority make such determinations, based upon criteria other than certification that the student has completed a secondary vocational program; competency-based examination or other criteria determined by the postsecondary institutions are the most common mechanisms for granting credit or advanced placement.

Articulation arrangements are generally determined by particular postsecondary institutions, rather than by state policy.

Question 2 asked "If a student has completed secondary or postsecondary vocational education courses in another state, and enrolls in a post-secondary institution in your state, is the student given credit or advanced placement based upon the vocational coursework completed?"

22 states indicated "Yes"

4 states indicated "No"

19 states stated that there was insufficient information available to respond

Of those states responding "Yes" to the above question, 3 indicated that there was a formal agreement of articulation with other states and 19 indicated that there was no formal agreement of articulation with other states; however, students are usually given credit or advanced placement. Seven other states also indicated that students were usually given credit, although there was no formal policy.

Conclusion

There is limited inter-state articulation between secondary institutions with secondary program completers and postsecondary institutions in approximately 50% of the responding states.

OBJECTIVE

TO IDENTIFY THE NUMBER AND TYPES OF PROGRAMS INCLUDED IN THE ARTICULATION PROCESS.

Eight states indicated that there are postsecondary courses which have secondary level prerequisites in the same occupational field; however, 44 responded that there are postsecondary programs which provide increased occupational proficiency beyond the secondary level in the same occupational field.

Table 2 presents a list of postsecondary programs which provide occupational proficiency beyond the secondary level, as indicated by 10% or more of responding states.

Comment

This Table merely illustrates that in 10% or more of the states there are courses within each vocational area which have advanced postsecondary training available.

It should be noted that all of these courses are (1) in apprenticeable occupation areas, or (2) are in occupational areas which may require state licensure, or (3) are in subject areas which may be continued at the college or university level, or any combination of 1, 2, and 3.

TABLE 2

COURSES WITH ADVANCED LEVEL OF TRAINING

COURSES	NO. OF STATES
AGRICULTURE	
Agricultural Production	9
Agricultural Mechanics	6
Ornamental Horticulture	6
DISTRIBUTION	
General Merchandise	7
Advertising Services	5
HEALTH	
Practical (Vocational) Nursing	10
TECHNICAL	
Electronic Technology	8
OFFICE	
Accounting & Computing Occupations	10
Steno, Shorthand & Related Occupations	10
Other Business Data Processing	6
Filing, Office Machines, Clerical Occupations	6
TRADES AND INDUSTRY	
Auto Mechanics	14
Drafting Occupations	14
Electronics Occupations	13
Machine Shops	12
Carpentry	9
Graphic Arts Occupations	9
Body and Fender Repair	8
Appliance Repair	7
Diesel Mechanic	7
Air Conditioning	6
Electricity	6
Electrical Occupations	6
Commercial Art Occupations	5
Masonry	5

Comment

It is important to note that 15 states or 31% of the 48 responding states could not or did not supply the number of postsecondary programs which provide proficiency beyond the secondary level (Table 3)*.

Sixteen states, or 33% were able to provide the number of secondary students enrolled in postsecondary institutions. This response may indicate:

a. program articulation in these states

b. shared use of facilities in these states

c. a combination of a and b above

Conclusion

Data tabulated in response to Questions 1 a and b and Question 3 may support the previous conclusion that there is articulation to some extent in slightly less than 40% of the responding states.

Articulation appears to occur most frequently in content areas where programs are provided in apprenticeable occupations, occupations requiring licensure or those which might be continued at the college or university level.

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* New York information supplied after printing deadline.

TABLE 3

STATE	Total Number of Different Postsecondary Programs Offered	Number of Postsecondary Programs with Proficiency Beyond Secondary Level	Number of Secondary Students Enrolled in Postsecondary Vocational Education
ALABAMA	107	32	NA
ALASKA	NA	NA	NA
AMERICAN SAMOA	22	8 estimated	90
ARIZONA	66	NA	142
ARKANSAS	53	18	1,303
CALIFORNIA	NS	NS	NS
COLORADO	45	NA	600
CONNECTICUT	- - -	- - -	- - -
DELAWARE	25	10	47
DISTRICT OF COLUMBIA	- - -	- - -	- - -
FLORIDA	200 estimated	125 estimated	NA
GEORGIA	82	NS	NA
GUAM	14	1	0
HAWAII	65	11	286
IDAHO	34	17 estimated	0
ILLINOIS	200+ estimated	NA	NA
INDIANA	58	37	NA
IOWA	81	0	0
KANSAS	NS	NS	NS
KENTUCKY	68	26	NA
LOUISIANA	62	38	1,648
MAINE	46	45	55
MARYLAND	- - -	- - -	- - -
MASSACHUSETTS	50 estimated	NS	NS
MICHIGAN	187	57	NA
MINNESOTA	300 estimated	NS	0
MISSISSIPPI	65	65	835
MISSOURI	136	0 estimated	145
MONTANA	44	17	8-10 estimated
NEBRASKA	103	most	NA
NEVADA	NS	NS	NA
NEW HAMPSHIRE	39	19	0
NEW JERSEY	80	NA	NA
NEW MEXICO	7	7	NS
NEW YORK	- - -	- - -	- - -
NORTH CAROLINA	99	99	0
NORTH DAKOTA	56	26	0
OHIO	81	20	0
OKLAHOMA	55	12	NS
OREGON	- - -	- - -	- - -
PENNSYLVANIA	- - -	- - -	- - -
PUERTO RICO	39	9	NS
RHODE ISLAND	- - -	- - -	- - -
SOUTH CAROLINA	80	38	0
SOUTH DAKOTA	75	75	0
TENNESSEE	91	75	0
TEXAS	115	NS	790
UTAH	110 estimated	15 estimated	200 estimated
VERMONT	NS	10 estimated	NS
VIRGIN ISLANDS	No Postsecondary Programs		
VIRGINIA	NS	NS	NS
WASHINGTON	NS	NS	NS
WEST VIRGINIA	77	NS	0
WISCONSIN	363 incl. apprent.	240	2,200
WYOMING	59	16	200 estimated
TRUST TERRITORY	- - -	- - -	- - -

NS = Not supplied on form NA = Not available - - - = Survey not returned to NACVE

OBJECTIVE

TO DETERMINE THE EXTENT TO WHICH THERE IS ARTICULATION WITH APPRENTICESHIP PROGRAMS.

Question 4 requested descriptors of vocational education-apprenticeship articulation. Twelve of the 48 responding states indicated that there are agreements between secondary schools and apprenticeship programs to give advanced standing to students who complete specific programs at the secondary level; 18 indicated this type of agreement at the postsecondary level.

These agreements include the following apprenticeable trades:

Trades	# of States
Building Trades (General)	17
Electrical Trades	15
Plumbing & Pipefitting	15
Additional Specific Trades:	
Carpentry	1
Masonry	1
Welding	3
A/C - Refigeration	2
Operating Engineer	4
Automotive	2
Sheetmetal	1
Industrial Maintenance	1
Mine Maintenance	1
Machine Shop/Tool & Die	2
Cosmetology	1
Barbering	1
Printing	1

Eighteen states indicated that there are no agreements at either level of vocational education which provide advanced standing for vocational students who enter apprenticeship programs. Two states noted that unofficial arrangements do take place, however. One territory indicated no apprenticeship programs.

Conclusion

In 60% (30) of responding states there are institutional agreements which provide opportunity for students to receive advanced standing in apprenticeship programs.

OBJECTIVE

TO IDENTIFY LEVEL AND INSTITUTIONS INVOLVED IN PLANNING AND COORDINATING PROGRAMS WHICH ARE ARTICULATED.

Question 5 responses indicate that 22 states have a statewide coordinating council or committee involving representatives from both secondary and postsecondary vocational education administration in curriculum development, program planning, and curricula relationships. Two of these states commented that this was a SACVE responsibility to some extent -- one said this was a 1202 Commission responsibility. Twenty-four indicated that there is no statewide coordinating council or committee. (Two states did not respond.)

Comment

Examination of reports submitted by SACVEs as addenda to the survey, as well as the literature search, indicated that several states have not only developed, but also evaluated the effectiveness of statewide coordinating agencies.

In Michigan for example, the 49 Career Education Planning Districts (CEPDs) provide regional coordination of vocational-technical education programs. These planning agencies include memberships from each K-12 district, community colleges or other educational institution and lay persons. The CEPDs have been effective only to a "limited extent" in assisting and providing recommendations to the Department of Education partly due to the "reluctance of community colleges to participate."[5]

The 1975 Florida evaluation of the effectiveness of district coordinating councils established in 1971 also indicates the need for maintaining constant communications among council membership and maintaining representative memberships of involved institutions.

While the Florida Board of Education Regulations mandate that:

The membership of this council shall include

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[5] Op. Cit. Michigan Department of Education. p.7.

the superintendent and director of vocational education and adult general education of each school district in the community college area and the president and deans or directors of vocational education and community instructional services of the community college.

The study found that "there is a substantial variation between reported voting membership and that which is required by regulation."[6]

At the 5th Annual Pennsylvania Conference on Post-secondary Occupational Education Gillie emphasized the importance of utilizing coordination councils with representatives from both the Area Vocational-Technical School and Community College to affect articulation.[7]

County Coordinating Councils in New Jersey are composed of the following members:

- County Superintendent of Schools
- County Career Education Coordinator
- Representative from the Area County Community College
- Chief School Administrator of the County Area Vocational-Technical School
- Representative from the local comprehensive Area Vocational-Technical School
- Representative from the County Superintendents Roundtable plus consultants and ad hoc committees as needed.[8]

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[6]William P. Danenburg. Evaluation of the Effectiveness of District Coordinating Councils for Vocational Education. Tallahassee, Florida SACVE, July, 1975 pp. 10-11

[7]Op. Cit. Gillie, 1974. p.10

[8]New Jersey Department of Education memorandum, October 11, 1972.

In the NACVE survey, Question 6 responses indicated that there are local coordinating councils or committees, with representatives from both secondary and postsecondary education, involved with curriculum development, program planning, and curricular relationships in 29 states[9]; 8 states do not have these local councils[10] and 8 indicated there was insufficient information available to respond. (Three states did not respond.)

Of those states with local coordinating councils, the following types of institutions are involved:

19 High schools and area vocational schools (postsecondary)

14 High schools and community/junior colleges (not designated area vocational-technical schools)

12 High schools and area vocational schools (secondary)

7 High schools and technical institutions (branches of four-year colleges or universities and not designated as area vocational-technical schools)

In addition, two states indicated local coordinating councils or committees involving secondary area vocational centers and postsecondary technical institutions. The following local institutional coordinating councils were indicated by one state each.

- postsecondary vocational schools and universities

---

[9]One state qualified "local" to "regional"; one noted that the existence of local coordinating councils depends upon local initative and is not uniform throughout the state.

[10]In California, regional planning councils for adult and vocational education will be established after July 1, 1976.

- community colleges and universities
- district councils mandated by state law
- county councils with local community and institution representation
- junior and senior high school
- combination of all institutions (unspecified)

Information submitted by Washington State (Appendix 4) was the only evidence of consideration of distinction among local and state coordination responsibilities.

Conclusion

In nearly 50% (22) of the states there is some form of coordinating council or committee involving representatives from both secondary and postsecondary vocational education administration to address articulation issues.

While institutional title or designation differs among states, those with local coordinating councils 60% (29 of 48) also attempt to include representation from both secondary and postsecondary institutional levels.

OBJECTIVE

TO IDENTIFY FACTORS WHICH ENCOURAGE EFFECTIVE ARTICULATION.

Question 7 responses resulted in the following categories of features or mechanisms considered most effective in encouraging articulation:

Category of response	# of States
I. GOVERNANCE & LEGAL ROLES OF INSTITUTIONS	
• Single agency responsible for vocational education	4
• State level coordinating committees or councils of institutions	7
• State or Regional agreements concerning program and/or faculty involve local administrators	2
• State has adopted sequential program planning [one specified Master State Plan]	4
• Regional planning	1
II. SPECIFIC ACTIVITIES TO ENCOURAGE ARTICULATION	
State Level	
• Joint secondary-postsecondary staff development workshops [one specified state-funded "articulation institutes"]	4
• State level forums for discussing, sharing concerns, resolving problems, etc. [Four states consider this to be a SACVE role]	6
• Other agency involvement to encourage articulation [examples: SACVE working closely with State Board of Education; involvement with CETA & Governor's Manpower Advisory Council to avoid duplication.]	2

Local Level

- Cooperative Approach to developing sequential curriculum 4
- Joint development of competency examinations 2
- Single local advisory committee for each program common to both secondary and postsecondary 3
- Teachers of comparable vocational subjects and both levels working together 2
- Sharing of facilities and staff 3

III. OTHER PROGRAM POLICIES

- Statewide uniformity of specific postsecondary programs 2
- Competency-based instruction (or performance-based) 4
- Development of individualized instruction packages 1
- Establishment of coordination positions specificially to develop program articulation 1

Other states' comments ranged from the very specific to the very general:

- "1080 hours area vocational-technical coursework can be transferred to community colleges for 32 hours credit."
- "4-year competency-based program in college with credit or advanced placement for previous work experience."
- "technical institute encouraged to give credit

for secondary vocational education related training."

IV. STATEMENTS OF GENERAL PHILOSOPHY AND/OR ATTITUDE

- State level endorsement and commitment 2
- Cooperation between Department of Adult, Vocational-Technical Education and Community College Board 1
- Cooperation among school directors at the local level 1

Comment

While designation of a single state agency is one obvious mechanism for encouraging articulation, responding states have identified several alternative approaches.

One type of approach is the Memorandum of Understanding: For example, the Memorandum of Understanding on Technical and Vocational Education between the Ohio Board of Regents and the Ohio Department of Education provides clearly defined parameters for the development and expansion of educational opportunities for vocational and technical education and the people to be served by each. The memorandum further sets forth understandings relating to support and assistance from each to the other including the joint use of certain physical facilities, appropriate professional staff, and ancillary services, as feasible.

> It is the position of the Department of Education and of the Ohio Board of Regents that opportunities for vocational and technical education should be greatly expanded throughout the State. Increased educational opportunities must be accomplished, however, through the efficient use of physical facilities and human resources. The Board of Regents and the Department of Education agree to the following principles governing the expansion of educational opportunities for vocational and technical education:
>
> 1) That determinations concerning the need for, and organization of vocational education shall be made by the Department of Education and by the individual school districts.
>
> 2) That determinations concerning the need for, and organization of technical education shall be made by the Ohio Board of Regents and by the individual institution of higher education.
>
> 3) That on the basis of a legal and financial commitment to technical education,

the Department of Education will cooperate with the Ohio Board of Regents in the development of and support of technical education. Such assistance from the Department of Education shall be limited to those technical programs meeting the standards of the Department and shall not handicap the development of vocational education.

4) While technical education will grow in several administrative patterns, there must be no duplication of effort or taxation. Technical education is developing in Ohio in the following administrative organizations:

   - Community Colleges
   - Technical Institutes (Such technical institutes may be separate entities or organized in conjunction with a joint vocational school district.)

5) That cooperative efforts will be undertaken for the joint use of certain physical facilities, and of appropriate professional staff and ancillary services, in those circumstances where technical and vocational education programs have been established in the same area.[11]

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[11] Memorandum of Understanding on Technical and Vocational Education Between the Ohio Board of Regents and the Ohio Department of Education June, 1967. See also: Francis Tuttle and Arch Alexander, "Cooperation and Coordination Between Secondary and Postsecondary Vocational-Technical and Adult: The Oklahoma Story," Op. Cit. Gillie, 1974, pp. 52-54, which describes the Oklahoma Memorandum of Understanding to clarify roles and open lines of communication; and George W. Ellison and Robert A. Nagle, "Vocational-Technical Schools and Community College Cooperation in Lehigh County," pp. 95-100.

Considering another alternative, in Massachusetts the federally funded demonstration Project Interact provided the mechanism to assist a community college and 4 regional vocational schools to survey their existing individual capabilities, determine appropriate levels of instruction, and make reasonable plans for collaboration to improve service. The results of this type of approach have illustrated that such examination tends to improve instruction at both levels. Should institutional cooperation extend to the shared utilization of facilities and faculty, students are often able to be trained on more modern equipment, wider variety of specialized courses can be offered, and there is a more economical distribution of funds.[12]

In another approach, recommendations for new programs are made by a joint vocational-technical school and community college coordinating study committee which designates institutional level, using the following criteria:

1. the level or levels at which it should be offered

2. the adequacy of existing facilities

3. the effect on the total educational programs if existing facilities were used.[13]

Student recruitmert and program development have involvement of both institutions -- a policy even precludes separate advertising for continuing education courses.[14] Coordirating councils, discussed in this report on pages 15 to 18, are another frequently used alternative or supplement to the single state agency.

The deliberations of participants at a South Carolina certification seminar repeatedly stressed the

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[12] Op. Cit. Buzzell and Lamo, pp. 40-43.

[13] Op. Cit. Gillie, 1974, p. 97.

[14] Ibid., pp. 97-99.

importance of attitude of all involved in ensuring a successful process of articulation. The concensus was that most of the successful practices in achieving articulation must be developed and practiced at the local level. Moral support, development of self-paced individualized instructional materials, and other support can be given from the state level, however, and must be provided for general success in articulation.[15]

Conclusion

Effective articulation has been encouraged through:

- Resolution of governance and institutional role definitions
- State level activities including staff development workshops, issue forums, and other agency involvement
- Local level activities including cooperative development of sequential curriculum and competency examinations; shared advisory committees, facilities and staff; individualized instruction; and other supporting activities.
- Philosophies of commitment and cooperation.

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[15]Robert H. White, Articulation Between Vocational Education and Technical Education, Columbia, South Carolina, August, 1975. p. 17.

OBJECTIVE

TO IDENTIFY FACTORS WHICH PREVENT EFFECTIVE ARTICULATION.

Question 8 responses resulted in the following categories of factors viewed as preventing more effective articulation:

Category of response	# of States
I. EXISTING GOVERNANCE -- STRUCTURE AND POLICIES	
• Secondary institutions controlled by one board; postsecondary by another	11
+ Different funding/reporting requirements	4
+ Competition for programs/resources	4
• No single postsecondary policy board	1
• No formal joint articulation agreement between agencies to give additional support to local efforts	2
• Autonomy of local institutions and faculty	8
• High school graduation credits established by local board of education	1
• Carnegie Unit	1
II. LACK OF PLANNING	
• Absence of a master plan for statewide education	2
• Lack of definitions of mission/philosophy/course objectives of secondary and postsecondary	4
• Lack of clear goals in instructional programs	3

- Lack of active involvement of employers and craft or local advisory committees in curriculum planning 3

III. PREVAILING ATTITUDES AND PHILOSOPHIES

- Resistance from vocational educators to deal with and resolve lack of definitions 1
- "Oversell" of higher education; Multiplicity of purpose of the community college 2
- Postsecondary preference and admissions requirements for "college prep" 1
- "Postsecondary fear that articulation will decrease standing/importance of postsecondary instruction" 2
- Lack of confidence of teachers in standards of quality of instruction at lower or same level 1
- General lack of "respectability" for secondary vocation education 1
- Lack of commitment/communication between secondary and postsecondary 13

  [One state commented: "The success of articulation depends on human beings. Only personal attitudes and empires will prevent articulation from occuring."]

IV. LACK OF STAFF

- Lack of student personnel and guidance systems 1

- Staff time and faculty loads 10
- Availability of qualified teachers; shortage of vocational teachers trained to use individualized instruction 2

V. LACK OF FACILITIES AND PROGRAM

- Lack of local funds for purchase of postsecondary equipment 1
  - Federal regulations do not allow funds for equipment 1
- Lack of adequate room for programs 1
- Lack of competency-based examination instruments in some program areas 3
- Lack of individualized programs of instruction 1
- Lack of career development program for all youth 1
- Secondary students lack math/science to handle advanced postsecondary training 1

VI. GEOGRAPHY

- Population density: sometimes not enough students are available to develop a course or there are insufficient jobs in the field to develop the course 1
- Centralization of community college on single campus 1

- No transportation available for postsecondary students 1

- Cost of transportation for planning/ meetings 2

Comment

The most frequent response was an indication that the lack of a single state agency was the major factor preventing articulation. It should be noted that while legislative reform would undoubtedly eliminate this barrier, alternatives such as Memoranda of Understanding, coordinating councils, joint staff development, shared advisory councils (pp. 19 to 29) might be considered by states which noted problems due to lack of planning, lack of staff, and lack of facilities. Geographic limitations pose unique considerations which may not be resolved either by legislation or any of the suggested alternatives.

The key may rest with Category III - Prevailing Attitudes and Philosophies.

Conclusion

Responding states identified numerous factors which prevent articulation including:

- Existing Governance - structure and policies
- Lack of Planning
- Prevailing Attitudes and Philosophies
- Lack of Staff, Facilities, and Programs
- Geography

Final Note:

Questions 7 and 8 were open-ended. Analysis was based upon statements volunteered by respondents; therefore, the number of states indicating a particular response does not include all states in which such factors may exist.

APPENDIX ONE

National Advisory Council on Vocational Education

425 Thirteenth Street, N.W., Suite 412
Washington, D.C. 20004
(202) 376-8873

John W. Thiele, *Chairman*
Reginald E. Petty, *Executive Director*

January 14, 1976

MEMORANDUM

TO: All State Advisory Council on Vocational Education
Executive Directors

FROM: The National Advisory Council on Vocational Education

The articulation process between secondary and postsecondary vocational education programs is a central issue to many individuals and agencies involved with the planning and evaluation of vocational education programs. As the career education concept becomes an integral part of the education system, enrollments in both secondary and postsecondary vocational education are increasing and undoubtedly will continue to increase. Examination of the extent to which there is articulation between secondary and postsecondary vocational education will comprise a major study conducted this year by the National Advisory Council.

The National Advisory Council on Vocational Education would appreciate your assistance in the Council's study of the articulation process and requests that you complete the enclosed survey document. You may wish to complete the survey in coordination with the State Director of Vocational Education. Please return the completed survey form to the NACVE office no later than February 13, 1976.

Should there be any question regarding interpretation of any items on this form, please call Ruth Tangman, NACVE Staff (202) 376-8873.

We thank you for your assistance in this project and hope that the information which results will be beneficial to the improvement of the vocational education delivery system nationwide.

Survey enclosed

COUNCIL MEMBERS: Senator W.Hughes Brockbank • John H. Bustamante • Frank Cannizzaro • Preston C. Caruthers • George B. Cook
Jo Ann Cullen • Dr. Marvin J. Feldman • Dr. Russell H. Graham • Caroline Hughes • Thomas A. Jackson • Dr. Walter K. Kerr
Louis L. Levine • Malcolm R. Lovell, Jr. • Dr. Duane R. Lund • Donald N. McDowell • Warren W. Means
Dr. Robert B. Pamplin, Jr. • Thomas Pauken • Honorable Roman Pucinski • Margo L. Thornley

STATE _____ OMB NUMBER: 51–S75087

EXPIRATION DATE: 4/1/76

SURVEY OF THE SECONDARY-POSTSECONDARY ARTICULATION PROCESS IN VOCATIONAL EDUCATION

This survey is designed to provide information regarding the articulation process between secondary and postsecondary vocational education programs in public education institutions. ARTICULATION means the planned process within the educational system which facilitates the transition of students between the secondary and postsecondary levels of instruction and allows the students to move with continuity and without hindrance through levels of the educational process. For the purpose of this survey, PROGRAM is defined as a combination of related studies organized for the attainment of specific occupational objectives.

Most secondary level (high school) vocational education programs are designed to prepare students for entry level job placement. Some secondary students in these programs, however, elect to continue their education in their secondary field of instruction by enrolling in postsecondary vocational education institutions. (Postsecondary institutions may be called junior/community colleges, vocational-technical institutes, area schools or other institutions of higher education.)

This survey is concerned with the degree to which vocational education programs in secondary institutions are continuous with those in the same or closely related fields of postsecondary instruction. YOU ARE ASKED TO FOCUS ON THOSE PROGRAMS AND THEIR ENROLLMENTS IN YOUR STATE.

If there are any questions, please call Ruth Tangman, The National Advisory Council on Vocational Education, (202) 376-8873.

1. PLEASE CHECK ALL APPLICABLE ITEMS LISTED BELOW WHICH DESCRIBE YOUR STATE'S ARTICULATION PROCESS:

____ a) There are postsecondary programs which provide increased occupational proficiency beyond the secondary level of instruction *in the same occupational field.*

____ b) There are postsecondary programs which have secondary level prerequisites *in the same occupational field.*

If either (a) or (b) above is checked, please identify by appropriate OE Code Titles those *postsecondary programs* which provide increased occupational proficiency beyond the secondary level of instruction *in the same occupational field.*

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

(Please attach additional sheets as necessary.)

____ c) *Secondary students* are simultaneously enrolled in *postsecondary institutions* for vocational education *at the secondary level* and receive high school "credits."

____ d) *Secondary students* are simultaneously enrolled in *postsecondary institutions* for vocational education *at the secondary level* and receive postsecondary "credits."

____ e) *Secondary students* simultaneously enrolled in *postsecondary* vocational education receive "credit" toward and AA degree or postsecondary certification.

____ f) *Secondary students* simultaneously enrolled in *postsecondary* vocational education receive "advanced placement" in a postsecondary AA degree or certified postsecondary program.

____ g) *Postsecondary students who completed secondary programs* in the same occupational field receive "advanced placement" in AA degree programs.

____ h) *Postsecondary students who completed secondary programs* in the same occupational field receive "credit" in AA degree programs.

____ i) "Advanced placement" or "credit" at the *postsecondary* institution is determined by the following:

____ (1) competency-based examination

____ (2) secondary school certification of completion

____ (3) other criteria (please specify): _____
_____
_____

____ j) Advanced placement and/or credit arrangements apply under the following conditions:

____ (1) between all schools throughout the state

____ (2) between schools in certain regions within the state

____ (3) other (please specify): _____
_____
_____
_____
_____
_____

2. IF A STUDENT HAS COMPLETED SECONDARY OR POSTSECONDARY VOCATIONAL EDUCATION COURSES *IN ANOTHER STATE,* AND ENROLLS IN A POSTSECONDARY INSTITUTION *IN YOUR STATE,* IS THE STUDENT GIVEN CREDIT OR ADVANCED PLACEMENT BASED ON THE VOCATIONAL COURSEWORK COMPLETED?

_____Yes _____No _____Insufficient information available to respond

If your response to the question above is "Yes," please check the appropriate response below:

_____ a) Your state has a formal agreement of articulation with other states.

_____ b) There is no formal agreement of articulation with other states; however, students usually are given credit or advanced placement.

3. PLEASE PROVIDE FY'75 DATA FOR THE FOLLOWING INFORMATION (if data is estimated, please note with an asterisk):

a) The total number of *different (OE Code) postsecondary* vocational education programs offered in your state: _____

b) The number of *different postsecondary programs* offered in your state which provide occupational proficiency *beyond* the secondary level of instruction *in the same occupational field* (re: listing in response to item 1.b.): _____

c) The number of *secondary students* enrolled in *postsecondary* vocational education programs in your state: _____

4. STUDENTS ENROLLED IN VOCATIONAL EDUCATION PROGRAMS WHICH PROVIDE TRADE COMPETENCIES MAY ELECT TO PARTICIPATE IN APPRENTICESHIP PROGRAMS. PLEASE CHECK APPROPRIATE RESPONSES BELOW WHICH DESCRIBE *VOCATIONAL EDUCATION–APPRENTICESHIP ARTICULATION* IN YOUR STATE:

____ a) There are agreements between *secondary* schools and apprenticeship programs to give advanced standing to students who complete specific programs *at the secondary level.*

____ b) There are agreements between *postsecondary* schools and apprenticeship programs to give advanced standing to students who complete specific programs *at the postsecondary level.*

____ c) There are no agreements *at either level of vocational education* to provide advanced standing for vocational students who enter apprenticeship programs.

If either (a) or (b) above is checked, please indicate below the apprenticeable occupations to which your agreements apply:

____ electrical trades

____ plumbing & pipefitting

____ building trades

____ (Please specify other trades below:)

_____

_____

_____

_____

_____

5. WITHIN YOUR STATE, IS THERE A *STATEWIDE* COORDINATING COUNCIL OR COMMITTEE INVOLVING REPRESENTATIVES FROM *BOTH* SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION ADMINISTRATION IN CURRICULUM DEVELOPMENT, PROGRAM PLANNING, AND CURRICULAR RELATIONSHIPS? (May include public, private non-profit or agency representatives.)

_____ Yes _____ No

6. IN YOUR STATE, ARE THERE *LOCAL* COORDINATING COUNCILS OR COMMITTEES, WITH REPRESENTATIVES FROM *BOTH* SECONDARY AND POSTSECONDARY EDUCATION, INVOLVED WITH CURRICULUM DEVELOPMENT, PROGRAM PLANNING, AND CURRICULAR RELATIONSHIPS?

_____ Yes _____ No _____ Insufficient information available to respond (Please explain:) _____

_____

_____

_____

If the response to the question above is "Yes," please indicate the *type* of institutions with local coordinating councils or committees:

____ a) High schools and area vocational schools *(secondary)*

____ b) High schools and area vocational schools *(postsecondary)*

____ c) High schools and community/junior colleges *(Not* designated area vocational-technical schools)

____ d) High schools and technical institutes (branches of four-year colleges or universities and not designated as area vocational-technical schools)

____ e) Other (please specify): _____

_____

_____

_____

_____

_____

_____

_____

_____

8. WHAT FACTORS DO YOU SEE AS PREVENTING MORE EFFECTIVE ARTICULATION IN YOUR STATE?

7. RECOGNIZING THAT THERE IS WIDE VARIATION AMONG STATES IN THEIR EXPERIENCE WITH ARTICULATION, PLEASE DESCRIBE BELOW THOSE FEATURES OR MECHANISMS YOU FEEL ARE MOST EFFECTIVE IN YOUR STATE IN ENCOURAGING ARTICULATION AND WHICH YOU BELIEVE WOULD PROVIDE ADDITIONAL INFORMATION USEFUL TO THIS SURVEY:

SURVEY COMPLETED BY:

Name _____ *Title* _____

State _____ *Telephone* _____

Date Completed _____

APPENDIX TWO

STANDARD FORM NO. 83
OFFICE OF MANAGEMENT AND BUDGET

CLEARANCE REQUEST AND NOTICE OF ACTION

(Under Federal Reports Act and Bureau of the Budget Circular No. A-40, as amended)

FOR O.M.B. USE

IMPORTANT – Submit the required number of copies of SF-83, together with the material for which approval is requested to:

READ INSTRUCTIONS BEFORE COMPLETING FORM

CLEARANCE OFFICER
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

PART A – REQUEST BY FEDERAL AGENCY FOR CLEARANCE

*Items marked with asterisk may be omitted for preliminary plans or recordkeeping requirements

1. SEND "NOTICE OF ACTION" TO: Name and mailing address

Project Clearance Director
Room 3511 - ROB #3
DHEW - Office of Education
Washington, D. C. 20202

2. Bureau and division or office originating request

National Advisory Council on Vocational Education

3. Name(s), title(s), and telephone numbers of person(s) who can best answer questions regarding request.

Ruth S. Tangman,
Research Specialist, NACVE
376-8873

FORM OR DOCUMENT IDENTIFICATION

4. Title of form or document submitted

SURVEY OF THE SECONDARY-POSTSECONDARY ARTICULATION PROCESS IN VOCATIONAL EDUCATION

***5. Agency Form Number(s)**

6. Type of form or document

1 ☐ Application
2 ☐ Program evaluation
3 ☐ Other management report
4 ☐ Statistical survey or report
5 ☐ Preliminary plan or contract
6 ☐ Recordkeeping requirement
7 ☐ Other – *Specify* →

7. Current (or former) O.M.B. clearance – Number

none

Expiration date

8. Requested expiration date

March 1, 1976

9. Type of request

1 ☒ New
2 ☐ Revision
3 ☐ Extension (No change)
4 ☐ Reinstatement

***10. Frequency of use**

1 ☒ Single time
2 ☐ On occasion
3 ☐ Weekly
4 ☐ Monthly
5 ☐ Quarterly
6 ☐ Semi-annually
7 ☐ Annually
8 ☐ Other *(See instructions)*

11. Related forms or documents *(Give O.M.B. number. Enclose in parentheses any to be replaced.)*

none

12. Catalog of Federal Domestic Assistance program number (if applicable)

NA

COLLECTION AND RESPONDENTS

***13a. Collection method** *(Check as many as apply)*

1 ☒ Mail
2 ☐ Personal interview
3 ☐ Other – *Describe* →

***13b. Collected by –**

4 ☐ Agency
5 ☐ Contractor
6 ☐ Other – *Describe* →

14a. Type of respondents involved *(Check predominant one)*

1 ☐ Individuals or households
2 ☐ Business firms (non-farm)
3 ☐ Farms
4 ☐ Government agencies
5 ☒ Other – *Describe* →

State Advisory Councils on Vocational Education

14b. Brief description of respondents (i.e., "households in 50 largest SMSA's; "retail grocery stores")

Executive Directors, State Advisory Councils on Vocational Education

***15. Summary of estimated respondent burden**	Number
a. Estimated number of respondents	56
b. If sample, approximate number in universe	-
c. Reports filed annually by each respondent (item 10)	-
d. Total annual responses (a X c)	56
e. Estimated average number of man-hours required per response	2
f. Estimated TOTAL MAN-HOURS of respondent burden (d X e)	112

AUTHORITY AND CONFIDENTIALITY

***16a. Is report form –**

1 ☒ Voluntary?
2 ☐ Required to obtain benefit?
3 ☐ Mandatory? *Cite statute* →

***16b. Does your agency pledge confidentiality?**

1 ☐ Yes
2 ☒ No

CONSULTATIONS OUTSIDE AGENCY

17. In developing the report form or other documents, were consultations held with individuals or organizations outside your agency?

1 ☒ Yes – If "yes," identify persons and describe outcome in SUPPORTING STATEMENT. *(See instructions)*
2 ☐ No

CERTIFICATION BY AUTHORIZED OFFICIALS SUBMITTING REQUEST – We certify that the form or other document submitted for approval is necessary for the proper performance of this agency's functions, that the information requested is not available from any other source, to the best of our knowledge, and that the request is consistent with applicable O.M.B. and agency policy directives. Signature and title of:

Approving official for agency	Date	Agency clearance officer or other agency official	Date

Supporting Statement

1. Justification

(1) The National Advisory Council on Vocational Education is mandated in its enabling legislation (the Vocational Education Amendments of 1968, P.L. 90-576, sec. 104) to "...Review the administration and operation of vocational education programs under this title, including the effectiveness of such programs in meeting the purposes for which they were established and operated, make recommendations with respect thereto, and make annual reports of its findings and recommendations (including recommendations for changes in the provisions of this title) to the Secretary for transmittal to the Congress." The National Advisory Council on Vocational Education is authorized in sec. 104, P.L. 90-576, to "conduct independent evaluation of programs carried out under this title and publish and distribute the results thereof."

The process of articulation, i.e., the planned process within the educational system which considers the transition of students between the secondary and postsecondary levels of instruction and allows the students to move with continuity and without hindrance through levels of the educational process, is considered by the National Advisory Council on Vocational Education to be essential in ensuring that programs funded under P. L. 90-576 meet the purposes for which they were established.

(2) The National Advisory Council on Vocational Education will use the data from this survey in consideration of recommendations to be made by the National Advisory Council to the Secretary for transmittal to Congress and may also use the data "to advise the Commissioner of Education concerning the administration of, preparation of general regulations for, and operation of vocational education programs supported with assistance under this title." (P.L. 90-576, sec. 104)

(3) No similar data is known to be available to the National Advisory Council on Vocational Education which would provide a basis for National Advisory Council on Vocational Education recommendations to the Secretary for transmittal to Congress. Neither is similar data available for use by the National Advisory Council in the conduct of independent evaluation of programs carried out under the title for the publishing and distribution of results.

2. Description of survey plan.

(1) The potential respondent universe is the 56 State Advisory Councils on Vocational Education Executive Directors. The mailing list will be that list available through the U. S. Office of Education.

(2) Respondents will be the universe identified in (1) above. The survey will be mailed with the transmittal letter (attached) and respondents will be requested to return the completed form within twenty (20) working days of the date mailed. Non-respondents will be contacted by telephone.

(3) Data will be tabulated and displayed in descriptive and anecdotal form.

(4) The survey is to be made and processed by the existing staff of the National Advisory Council on Vocational Education and all data collected will be subject to regulations of the Freedom of Information Act. No personal data will be collected.

3. Tabulation and publication plans.

(1) This survey is to be a preliminary document and may result in the later development of recommendations by the National Advisory Council on Vocational Education; however, publication of the survey data per se is not anticipated at this time.

(2) Results will be tabulated on an item by item basis with an indication of total response, percentage of response in universe and range of response, as appropriate to meet the following objectives:

objective 1: to identify existing procedures and combinations of procedures which indicate the existence of articulation.

objective 2: to identify the number and types of programs included in the articulation process.

objective 3: to determine the extent to which there is articulation with apprenticeship programs.

objective 4: to identify level and institutions involved in planning and coordinating programs which are articulated.

objective 5: to identify factors which encourage effective articulation.

objective 6: to identify factors which prevent effective articulation.

4. Time schedule for data collection and publication.

(1) Survey to be mailed: January 5, 1976

Tabulation of responses: Start: January 30, 1976
Complete: February 30, 1976

Summary report to National Advisory Council: March 5, 1976

(2) The survey is being conducted primarily for information gathering purposes; to assist the National Advisory Council in developing informed recommendations to the Secretary of HEW and the Commissioner of Education. It is not anticipated that the survey data per se will be published.

5. Consultations outside the agency.

This survey document has been reviewed and discussed with the following individuals:

1. Mr. Leroy Cornelsen, Director of Planning
   USOE/BOAE

2. Mr. Jim Reid, Executive Director
   National Association of State Directors of Vocational Education

3. Mr. Harold Duis, Program Specialist
   USOE/Program Support Branch EVDE

4. Mr. Robert Calvert
   National Center for Educational Statistics

(2) The respondent groups indicated that records are available to supply the information requested from the State level, but that such data is not currently available at the Federal level or in compiled form.

(3) Mr. Jim Reid, Executive Director of the National Association of State Directors of Vocational Education, was consulted as the official representing state governments.

6. Estimate of respondent reporting burden.

It is estimated that each respondent will require approximately two hours to prepare information and to complete the form.

This estimate is based upon consultation with the individuals listed in item 5 above.

7. Sensitive questions.

There are no sensitive questions included in this survey.

8. Estimate of cost to Federal Government.

This survey will be carried out as part of the normal responsibilities of existing staff of the National Advisory Council on Vocational Education. Duplication and mailing costs will be minimal and are not anticipated to exceed $100.00. The survey will be administered only once; therefore, no incremental costs are itemized.

APPENDIX THREE

TABLE 4

AGRICULTURE 01.000

OE CODE	COURSE TITLE	NO. OF STATES
01.0100[a]	Agricultural Production	9[a]
01.0200	Agricultural Supplies and Services	2
01.0300	Agricultural Mechanics	6
01.0500	Ornamental Horticulture	6
01.0600[b]	Agricultural Resources	3[b]
01.0700	Forestry	4
No Code Supplied	Agri – Business Management	3

The following course titles were each indicated by one state:

01.0400	Agricultural Products
	Wood Harvesting

[a] Includes unspecified 01.0101 and 01.0104.

[b] Includes unspecified 01.0699.

Three states indicated only Code 01.0000 without specifying applicable course titles.

TABLE 5

DISTRIBUTION 04.000

OE CODE	COURSE TITLE	NO. OF STATES
04.0100	Advertising Services	5
04.0200	Apparel and Accessories	4
04.0400	Finance and Credit	3
04.0700	Food Services	3
04.0800	General Merchandise	7
04.1100	Hotel and Lodging	3
04.1300	Insurance	2
04.2000	Retail Trade, Other	2

The following course titles were each indicated by one state:

04.0900	Hardware, Building Materials
04.1200	Industrial Marketing
04.1700	Real Estate
04.1800	Recreation and Tourism
04.1900	Transportation
04.3100	Wholesale Trade, Other
04.9900	Other Management Sales Management General Business Unspecified

Three states indicated only Code 04.0000, without specifying applicable course titles.

TABLE 6

HEALTH 07.000

OE CODE	COURSE TITLE	NO. OF STATES
07.0101	Dental Assistant	2
07.0103	Dental Laboratory Technology	2
07.0301	Nursing (Associate Degree)	4
07.0302	Practical (Vocational) Nursing	10
07.0303	Nursing Assistant (Aide)	4
07.0904	Medical Assistant	2

The following course titles were each indicated by one state:

07.0102	Dental Hygenist (Associate Degree)
07.0203	Medical Laboratory Assisting
07.0305	Surgical Technology
07.0700	Environmental Health
07.0903	Inhalation Therapy Technology (Respiratory)
07.0906	Health Aide
07.0990	Other – Unspecified

TABLE 7

OFFICE 14.000

OE CODE	COURSE TITLE	NO. OF STATES
14.0100	Accounting and Computing Occupations	10
14.0102	Bookkeeping	2
14.0200	Data Processing	2
14.0201	Computer and Console Operators	2
14.0203	Programmers	2
14.0299[a]	Other Business Data Processing	6[a]
14.0300	Filing, Office Machines, Clerical Occupations	6
14.0400	Information Communication Operators	2
14.0700	Steno, Secretarial and Related Occupations	10
14.0797	Medical Secretary	2
14.0800	Supervisory and Administrative Management Occupations	3
14.0900	Typing and Related Occupations	4
14.0901	Clerk Typists	2

The following course titles were each indicated by one state:

14.0303	General Office Clerks
14.0702	Secretaries
14.0703	Stenographers
14.0798	Legal Secretaries
No Code Supplied	Executive Secretary

[a] Includes unspecified 14.2999.

Three states indicated only Code 14.0000 without specifying applicable course titles.

TABLE 8

TECHNICAL 16.000

OE CODE	COURSE TITLE	NO. OF STATES
16.0100	Heating and Air Conditioning	2
16.0103	Architectural Technology	3
16.0104	Automotive Technology	2
16.0106	Civil Technology	2
16.0107	Electrical Technology	2
16.0108	Electronic Technology	8
16.0110[a]	Environmental Control Technology	4[a]
16.0113	Mechanical Technology	2
16.0401	Data Processing Technology	2

The following course titles were each indicated by one state:

16.0109	Electromechanical Technology
16.0112	Instrumental Technology
16.019903	Drafting Design
16.0604	Oceanographic Technology
16.0605	Police Service
16.9900	Technical Drafting

[a] Includes one each, Codes 16.011, 16.011002, 16.011003, and 16.0011302, titles unspecified.

Two states indicated only Code 16.0000 without specifying applicable course titles.

TABLE 9

TRADES AND INDUSTRY 17.000

OE CODE	COURSE TITLE	NO. OF STATES
17.0100	Air Conditioning	6
17.0200	Appliance Repair	7
17.0301	Body and Fender Repair	8
17.0302	Auto Mechanics	14
17.0400	Aviation Occupations	2
17.0500	Blueprint Reading	2
17.0700	Commercial Art Occupations	5
17.0900	Commercial Photography Occupations	2
17.1001	Carpentry	9
17.1002	Electricity	6
17.1004	Masonry	5
17.1007	Plumbing and Pipefitting	4
17.1099	Other Construction and Maintenance Trades	2
17.1200	Diesel Mechanic	7
17.1300	Drafting Occupations	14
17.1400	Electrical Occupations	6
17.1500	Electronic Occupations	13
17.1502	Industrial Electronics	3
17.1503	Radio and Television	3
17.1900	Graphic Arts Occupations	9
17.2302	Machine Shop	12
17.2303	Machine Tool Operation	2
17.2305	Sheet Metal	3
17.2306	Welding and Cutting	13
17.2307	Tool and Die Making	2
17.2602	Cosmetology	3
17.2802	Law Enforcement Training	4
17.2900	Quantity Food Occupations	2
17.3000	Refrigeration	2
17.3100	Small Engine Repair	4

The following course titles were each indicated by one state:

17.0199	Air Conditioning, Heating and Refrigeration
17.0101	Cooling
17.0102	Heating
17.0401	Aircraft Mechanics
17.0405	Avionics
17.0701	Interior Decorating
17.1000	Building Construction
17.1005	Painting and Decorating
17.1006	Plastering
17.1398	Engineering/Architectural
17.1401	Industrial Electrician
17.1598	Radio and Television Broadcasting
17.1903	Lithography, Photography and Platemaking
17.2307	Foundry
17.2399	Metalworking Occupations
17.2902	Cook–Chef
17.9800	Hydraulics and Pneumatics
17.9900	Multi-Occupations
	Ceramics

Two states indicated only Code 17.0000, without specifying applicable course titles.

APPENDIX FOUR

LOCAL, STATE, AND WCLA RESPONSIBILITIES FOR ARTICULATION IN WASHINGTON STATE

AS IDENTIFIED BY PARTICIPANTS IN THREE WORKSHOPS OF THE WASHINGTON COUNCIL OF LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION AND PRACTICAL ARTS DURING FISCAL YEAR 1975

by
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LOCAL LEVEL ROLES AND RESPONSIBILITIES SHOULD INCLUDE:

1. Developing a plan of work including objectives, timelines, individual responsibilities, evaluation procedures, budget, facility use.
2. Securing a commitment from local superintendents, presidents, deans, vocational directors.
3. Making a personal commitment to improve articulation.
4. Organizing local articulation committees and schedule regular meetings to communicate concepts to local agencies.
5. Arranging joint meetings of Vocational Advisory Councils - Secondary and Post-Secondary.
6. Securing funding from local and State sources.
7. Establishing regional steering committees for communication.
8. Providing release time for articulation efforts.
9. Involving the community in vocational articulation process.
10. Involving students in the articulation process.
11. Sharing authority for articulation.
12. Recognizing compromise as necessary for total articulation.
13. Providing programs appropriate for today's students.

STATE LEVEL ROLES AND RESPONSIBILITIES SHOULD INCLUDE:

1. Making policies in support of articulation.

STATE level roles (cont.)

2. Providing financial and personnel assistance and incentives.
3. Establishing a priority for articulation.
4. Cooperating with WCLA in articulation efforts.
5. Facilitating high level meetings involving district superintendents.
6. Providing curriculum continuity.
7. Advocating a common "in-service" day for all delivery systems.
8. Facilitating student mobility - up, down, laterally.
9. Ratifying a "common goals" statement.

WCLA's ROLES AND RESPONSIBILITIES SHOULD INCLUDE:

1. Seeking joint endorsement by State Directors.
2. Developing a position paper or plan of action or both.
3. Encouraging local articulation efforts.
4. Developing a program of work that includes articulation as a priority.
5. Electing leadership committed to articulation as a priority.
6. Facilitating articulation "in-service" activities.
7. Following-up on local articulation activities.
8. Facilitating a "trust" level.
9. Implementing an Articulation Task Force for short and long-range planning.

LOCAL, STATE, AND WCLA ROLES AND RESPONSIBILITIES SHOULD INCLUDE:

1. Recognizing the value of articulation to the student.
2. Committing organization to articulation priorities.
3. Raising the interest level for articulation in agencies.

LOCAL, STATE, AND WCLA roles (cont.)

4. Agreeing on "total" communication.

5. Identifying articulation goals.

6. Eliminating the "threat" to teacher/staff security in articulation efforts.

7. Creating a "this we believe together" statement.

8. Publicizing the vocational education product to sell itself.

JANUARY 1976

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☆U.S. GOVERNMENT PRINTING OFFICE: 1976—207-450